

Aden

- 600 inexhaustible energy had reduced me to a physical and nervous wreck—and I was the younger man.
- 361 Near Mukalla to the east beyond the landing ground at
346 Riyan is the collegiate town of Ghil-Ba-Wasir, so called by
249 me because it seemed to consist of nothing but schools sur-
439 rounded by a few fields of Hammami tobacco which normally
• 871 was exported to Egypt via Aden. Primary schools and a large
State Intermediate School with a considerable boarding
[275] establishment catered for the youth of Mukalla and the more
advanced pupils from all over the State. The masters, who were
local men or Sudanese on contract, always left me with an
impression of keenness, competence and contentment. From
Ghil-Ba-Wasir the more promising pupils went on to Aden
College or the Technical Institute in Aden, or to a Secondary
School in the Sudan, depending on the inclination of the
parents or of the Mukalla Government if they were financing
the boys' further education.
- 815 Up in the vast open spaces of the northern limits of the State,
survey parties of Petroleum Concessions Ltd. moved farther
and farther into territory which was practically unknown to
Europeans, on their ceaseless quest for oil, spurred on by recent
increases in the cost of their prospecting licence. As these
parties pushed their way northwards so did similar parties from
the Arabian-American Oil Company at Dhahran on the
Persian Gulf in Saudi Arabia move steadily southward with
their portable drilling rigs drawn by great tractors and their
air-conditioned living caravans, across the great yellow sand
dunes of the Ruba-al-Khali.
- 712 The frontier became of considerable importance, much more
312 so than it had ever been before and we found it advisable to
626 exercise a greater degree of control over our tribes than had
been necessary or desirable in the past. The Sultan was con-
cerned about the peace of these northern marches, and, fearing
an act of aggression, felt that steps should be taken to safeguard
the well at Thamud, the only available water for many miles
around. This was done by building a fort, constructing a land-
ing strip and flying in a garrison of soldiers of the Hadhrami
Bedouin Legion. Later, similar measures were taken over to
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bring if not plenty at least enough to the inhabitants, was pitifully small.

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In all rural areas education seems to be of secondary importance to the inhabitants and the Aden Protectorate was no exception to this rule. In 1931 there was scarcely a school to be found worthy of the name anywhere in the Protectorate outside the towns of Lahej and Mukalla. There were Koranic teachers in most of the villages and an elementary education in Arabic for those willing to pay was available in the larger towns from private tutors or the owners of small private schools.

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By 1956 there were one hundred and ten Primary Boys' Schools, five Primary Girls' Schools, and in addition there were six Intermediate Boys' Schools and one Lower Secondary School, and the States were contributing over £61,000 a year to the Protectorate Education Service while the United Kingdom contributed about £15,000. During the same year the Colony, with a population of 140,000, was spending £350,000 on their nineteen Primary Schools, ten Intermediate Schools and four Secondary Schools, including Aden College and the Technical Institute, but then they were well-to-do and it was their own money and they did not have to go cap in hand to the Treasury.

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Still, in spite of everything, the progress was good and the real problem in the Protectorate was not so much the lack of funds to build schools as lack of staff for the schools which had been built and were planned for the future. The Colony had not sufficient good men to staff their own schools and even if men had been available it would not have been possible to pay them an attractive wage without upsetting the wage scales of other State employees and thereby disturbing seriously the economy of the smaller States. Lahej had tried to solve the problem by importing Egyptian teachers, and they could only afford that luxury because the Egyptian Government subsidised this form of propaganda. It was not a policy that any sensible person would advocate, and I was convinced that the Sultan would one day regret bitterly that these political missionaries were ever imported.

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The Quaiti State had been able to draw on the Sudan for

Protectorate Development

teachers to supplement and to train local talent and there was a happy choice, but unfortunately when men were wanted for States in the Western Protectorate no more were available. The Sudan could use every competent teacher in her own schools and was disinclined to release men for us even if they had been prepared to come, which was improbable. 871' • 875

The only solution was to make the most of local talent and this was done by Teacher Training Classes organized by the Director of Education in the Colony. The scheme is working well, but the demand for more and more men grows annually as that infectious disease, education, spreads rapidly through the whole of the Protectorate.

I am not writing a textbook and therefore I must keep away from figures as much as possible, but a few cold and concrete facts can often tell a story more clearly than pages of literary effort. This is so in the case of the Health Service. Twenty-five years ago nothing had been done and no real effort was made until after the World War. In 1936 there were five hospitals with a total of one hundred and ten beds, two of which were also Health Service Training Centres, and fifty-five Health Units or Dispensaries, as well as three Mission Clinics, and the States were spending at the rate of £38,000 a year compared with the United Kingdom contribution of £133,000 a year. I am afraid it does not sound very much, but it was in fact a tremendous advance. It sounds pitifully small when one realises that at the same time the Colony was spending £350,000 a year on their Health Service, to say nothing of the "Queen Elizabeth II" Hospital which will probably cost a million and a half pounds before it is completed. In fairness, however, it must be stated that the Colony Hospital was open to serious cases from the Protectorate just as the Aden College and Technical Institute had special facilities for Protectorate boys. 743 178 {652} {648}

For many years the only medical assistance and treatment that the Protectorate people could obtain was from the Medical Officers of the Royal Air Force, and only then if they were close to a landing ground, and from the staff of the Keith Falconer Mission Hospital at Sheikh Othman who were always willing to travel into the Protectorate to care for the sick. Then [648]

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178 Another most important factor is education, that menace in the East to tradition, which continues to expand in the Protectorate with ever-increasing speed and threatens to destroy completely the old system before something better can be introduced, and all the while the oil survey parties move to and fro. If oil is found there can be but one result. The economic brake on political development will be released and the pressure for change will increase until a really dangerous situation has arisen unless the future has been carefully planned. It is obvious, therefore, and has been for some time, that the present political structure is rapidly becoming out-of-date and cannot continue in this rapidly changing world without danger to the peace and security of the whole area. The problem was, and still is, how best to guide political development into more liberal channels and, if possible, at the same time to improve the economy of the area: the question is how to weld the States together in a powerful, essentially democratic, political and economic entity without disturbing more than necessary the traditional ties between the people and their Rulers and ourselves and both. To put it another way would be to say how to achieve in a few short years what we in this country have taken several hundred years to accomplish. In my view the only answer to this difficult problem was, and is, federation or the gradual joining together of the States into a compact whole, due consideration being given to unequal development in individual States.

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178 I had thought about Federation long before there seemed any possibility that one day I would become Governor, but I was not the first person to put the idea down on paper. The credit for this belongs to Mr. G. K. N. Trivakia, O.B.E., the Adviser for the Western Protectorate who drafted a scheme for Federation while I was still full of ideas and nothing very concrete. This scheme was discussed by me with my advisers at length, and after alteration and amendment it went to London as a definite proposal. It was approved by the Secretary of State and I was authorised to explain my views to the Rulers and obtain their reactions. Let me state here and now that I am proud of my share in the Federation proposal, in
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together in one room, or verandah, or in a scrap-wood and corrugated iron hut on the hillside. They had no washing facilities and used public latrines, and when the kerosene oil in the lamp was exhausted they went to sleep. The new accommodation had running water laid on, a bathroom and water-borne sanitation and electric light. This was as it should be, but this was where the trouble arose because water and electricity in Aden had both to be paid for, and investigation showed that the provision of these necessities increased the workman's monthly expenditure by fifteen per cent. There was also some social rivalry among the families and trying to live up to the Joneses never does reduce expenditure.

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Yet another cause of increased expenditure, which was universal and did not apply specifically to the dwellers in the new houses and flats, was that more children were going to school.

In 1921 there were 339 boys in Government schools, by 1948 this had increased to 4,000 boys and girls, and by 1956 no less than 10,000 children were attending Government schools and many more were going to other educational establishments. Primary and intermediate education were free and even at Aden College and the Technical Institute the boys of poor parents were able to continue their education with Government scholarships, so the trouble was not with school fees. The parents' financial burden was added to because the boys and the girls had to be decently dressed in clean clothes to go to school, instead of wearing any old thing to hang about the town in or run errands.

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The Aden Government and the Refinery Management were alive to the difficulties of their employees and we and they were taking steps to solve the problem by a revision of some of the wage scales to relieve the financial pressure on the less well paid men. If our plans could have been completed before an unfortunate dispute between a Management and Trades Union officials lighted the fuse to set off a chain of strikes, which were exploited by the National United Front for their own ends, it is probable that the trouble when it came, and come it probably would have done in the atmosphere then prevailing in the Colony, would have been quite limited

642 This figure does not include
652 the ~~£450,000~~ which was obtained from Her Majesty's
178 Government in the form of an Exchequer Loan at 4½ per cent.
for thirty years, to provide administration services and roads
at Bureikha, services necessitated by the £45,000,000 Refinery
and the £5,000,000 harbour with alongside berths for the
great crude oil tankers completed by the B.P. Company in
1953. The finance for Colony development has been found
from local Aden Government resources to the extent of
£5,000,000 and a further £1,300,000 has been raised on the
London Market, while the British Government has contributed
£450,000 and a further £150,000 has been earmarked for a
specific item, from the Exchequer Loan. The balance required
to complete the programme amounts to some £1,000,000 and
it is proposed, under the Development Plan, to raise a further
loan of £1,300,000 in London.

652 I give these figures, not because I have the least desire to
178 compile anything in the nature of a statistical account, but
• [171] because they give in brief a clear indication of the expansion
economically of the Colony in the short period of less than
twenty years. I have already given figures showing the tremen-
dous advance in education over the same period, which is of
particular significance when it is realised that those figures are
ninety per cent. Arab, as most of the children of the minority
communities attend schools which are under unofficial control
although they receive very substantial annual subsidies from
the Aden Government.

090 The stage is set and the prologue is spoken by Sir
Muhammed Mackawwi—he was knighted in 1949 for his
great public service to his country—one Saturday evening in
August 1951, as he and I were sitting on the roof of his garden
house at Sheikh Othman. We had dined together and were
drinking our coffee and enjoying the cool night breeze after
the humid heat of a rather still day for that time of the year.
Suddenly he startled me by saying:

"I am not sure that we are ready for democracy in Aden,
not, that is, for democratic Government, and yet in some ways
we Arabs are more democratic, truly democratic, than are
you British."

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The cost of living in the case of others varies with the emoluments of the individual concerned. The European standard averages Rs. 5 a day exclusive of servants' wages, cost of entertaining and club expenses.

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X—EDUCATION, WELFARE INSTITUTIONS AND RECREATION

Education

ORGANISATION AND ADMINISTRATION

The control of education in the Colony is entrusted to a Director of Education belonging to the Colonial Education Service, assisted by a clerical staff.

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A standing Advisory Educational Committee, which includes some of the leading citizens, meets normally three times a year under the chairmanship of the Civil Secretary, to advise Government on general educational matters.

Schools are classified in respect of management and degree of Government control, as Government, Aided, Recognised and Unrecognised. In respect of academic standard and nature of instruction they are classified as "Indigenous," Primary, Secondary and "Special." During the period under review there were no Recognised schools other than those which were aided and this category, therefore, will be omitted in the tables which follow.

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INDIGENOUS SCHOOLS, QURAN SCHOOLS AND TALMUD TORAS

"Indigenous" schools are private schools of a primitive nature which concentrate mainly on religious teaching but include in their curriculum some measure of general primary education. The more advanced of these are assisted by Government, mainly through *per capita* grants and through free loans of text-books and school equipment.

Quran Schools and Talmud Toras are, in most cases, still more primitive and provide little or no general education. A number of children still pass through these schools before applying for entrance to proper primary schools.

The figures for this category of schools in 1938, so far as they are obtainable, were as follows:—

	Number of Schools.	Number on rolls.			Average attendance.
		Boys.	Girls.	Total.	
Aided	1	39	27	66	57
Un-recognised ...	38	2,216	124	2,400	1,641

- 874 classes conducted by a member of the school staff and attended partly by pupils of the school and partly by students from outside. This class was discontinued when the teacher in charge proceeded on leave and it is not proposed to reconstitute it in the same form. The number of pupils in this class in 1938 up to the time of its dissolution was 25.

There is also an unrecognized institution, the Aden Commercial Institute, which provides both general and commercial education. The commercial subjects studied are mainly bookkeeping, typing and shorthand. The commercial classes are held in the evening and there is no age restriction to admission. Candidates from this institution are presented for the various certificate examinations of the London Chamber of Commerce. The number in these classes in 1938 was 142.

- 873 Evening classes for general education are also held regularly in connection with a Young Men's Club managed by the Church of England Mission. These classes are more in the form of guidance towards self-study than of direct instruction and are attended by an average of about 25 young men, most of whom are Arabs.

FINANCE

- 871 Government expenditure on education in the calendar year 1938 amounted to Rs. 80,140 exclusive of cost of repairs to buildings. 658 Of this sum, Rs. 20,678 were paid out in grants-in-aid.

Contributions towards expenditure on education are made by the Aden Settlement and by the Aden Port Trust. For the financial year 1938-39 these contributions amount to Rs. 35,000 and Rs. 15,000 respectively.

School fees are charged in Government boys' schools at rates rising from 1 anna per month in Standard I in the Primary School to Rs. 2/8/- in Standard VI of the Secondary School. A number of free places are provided for poor and meritorious students. No fees are charged in the Government girls' schools.

GENERAL

- 000 Proposals for the improvement of education in Aden were submitted to the Secretary of State in 1938, and were generally approved. It is hoped to begin the introduction of these improvements early in 1939.

Welfare Institutions

- 657 There are as yet no welfare institutions in Aden Colony. The 735 Silver Jubilee (Destitute) Fund is administered by the Chairman of the Aden Settlement and the interest from the investments is used to provide for relief, principally at Sheikh Othman, but it is hoped to institute a Poor Relief Fund and a Maternity and Child Welfare Clinic as the result of collections made at the Centenary Celebrations in 1939.

IX.—WAGES AND COST OF LIVING.

463 The inhabitants of Aden are principally engaged in trading and shop-keeping and domestic employment. The large numbers of coolies employed by the salt-works, shipping concerns and contractors are from the Aden Protectorate or the Yemen. The small harbour craft are manned by Somalis, who take kindly to this form of semi-stationary employment.

162 More than half of the personal servant class is from the Aden Protectorate and the Yemen. Clerical labour in public offices and large commercial firms is mostly Indian, although as education improves more and more local Arabs are finding employment in Government offices and European firms. Local Arab firms employ Arab clerical labour almost exclusively.

464 Masons and building operatives are principally from the (465) Yemen. The following rates of wages are paid:—
Coolies from 8 to 12 annas a day (8 hours).
Masons from 1 to 3 rupees a day (8 hours).
Carpenters from 1 to 3 rupees a day (8 hours).
Clerks from Rs. 35 to Rs. 250 a month (according to grade).

Personal servants Rs. 15 to Rs. 50 a month.

Motor-drivers Rs. 40 to Rs. 100 a month.

511 The daily staple food of a coolie is 2 lb. flour, 2 ounces of 262 ghee, and also fish or meat to the cost of about 2 annas. The total value of the food consumed daily is about 6 annas.

511 The cost of living in the case of others varies with the emoluments of the individual concerned. European standard would average Rs. 5 a day exclusive of servants' wages, cost of entertaining and club expenses.

X.—EDUCATION, WELFARE INSTITUTIONS, AND RECREATION.**Education.****ORGANISATION AND ADMINISTRATION.**

● 871 While Aden was attached to India, the administration of education followed, with some local modifications, the system obtaining in the Bombay Presidency, and no radical changes in internal organization have been effected since the constitution of Aden as a Colony.

The administration is carried out, under the Governor, by an Education Officer, assisted by a clerical staff. The post of Education Officer was held until November, 1937, by an Indian officer seconded from the Indian Education Service. It is now held by a British officer of the Colonial Education Service. From March, 1933, to March, 1937, there was also an Assistant Education Officer whose main duty was to improve the teaching in

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Arabic primary schools. This post, now abolished, was held by a seconded Arab officer of the Palestine Education Department.

To advise Government on educational matters there is an Advisory Committee, consisting of leading citizens under the chairmanship of the Civil Secretary.

In respect of management and degree of Government control, schools are classified as Government recognized aided, recognized unaided, and unrecognized unaided. In respect of academic standard and nature of instruction they are classified as secondary, primary, "indigenous" and "special". During the period under review there were no recognized unaided schools, and this category, therefore, will be omitted in the tables which follow.

PRIMARY EDUCATION.

The normal primary course is of four to five years, consisting of a preparatory stage, of one to two years, and three standards above it.

Primary education is given so far as is possible through the vernaculars of the pupils and, except in cases where no vernacular education is obtainable, pupils are not allowed to enter a school in which English is used throughout as the medium until they have completed a primary course through their own vernacular. In Government schools and in most others, English is not taught during the primary course.

The language of over 60 per cent. of the population and the language of instruction in the Government primary schools, both boys' and girls', is Arabic. Primary school education for boys and girls is provided also through English, Gujarati and Urdu in aided schools and through Hebrew, to a limited extent, in unrecognized schools.

The following table shows the number of primary schools in 1937:—

	Boys.	Girls.
Government	4	3
Aided	3	4
Unrecognized	3	1
Average number on rolls	1,381	1,000*
	15	510

* The large majority of these were in the lower classes of the Urdu schools.

The numbers of pupils in Government and aided primary schools were: boys 589, girls 481.

Of the aided schools, two girls' schools are maintained by the Roman Catholic Mission and one by the Danish Church Mission; one boys' school by the Church of Scotland Mission and the rest by private local management.

The unaided schools are all under private local management.

At the end of the primary course a public examination is held, mainly as a qualifying test for admission to the lower section

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The number of secondary schools in 1937 was as follows:— 873

	By—			Number on Roll.	
	Government.	Aided.	unrecognized.	Boys.	Girls.
Boys —					
Lower and Higher					
Secondary —	1	0	0	476	—
Lower Secondary —	—	1	1	94	—
Girls —					
Lower and Higher	—	0	—	0	67
Secondary —	—	0	—	0	67

Of the above schools, three aided and one unrecognized are maintained by the Roman Catholic Mission, one aided is maintained by the Church of Scotland Mission, and the rest are under private local management.

The numbers of pupils in the lower and higher secondary sections in Government and aided schools were:—

Boys —			
Higher Secondary	—	—	476
Lower Secondary	—	—	94
Girls —			
Higher Secondary	—	—	0
Lower Secondary	—	—	67

In 1937 there was only one entry for the Junior Cambridge Examination, a pupil of the Franciscan Convent School, Tawahi, who passed.

SPECIAL SCHOOLS.

The only vocational or technical training regularly provided is in commercial subjects. Attached to the Government Secondary School are evening classes conducted by a member of the school staff and attended partly by present pupils of the school and partly by students from outside. There is also an unrecognized institution, the Aden Commercial Institute, which provides both general and commercial education. The commercial subjects studied are mainly book-keeping, typing and shorthand. Candidates from both these institutions are presented for the various examinations of the London Chamber of Commerce. Numbers of students in 1937 were:—

Government Evening Commercial Class	—	19
Aden Commercial Institute	—	100

FINANCE.

Government expenditure on education in the calendar year 1937 amounted to Rs.63,000 exclusive of cost of repairs to buildings. Of this sum Rs.20,717 were paid out in grants-in-aid—Rs.707 to indigenous schools, Rs.7,061 to primary schools, and Rs.12,909 to secondary schools. 658 871

School fees are charged in Government boys' schools at rates on a scale rising from 1 anna per month in Standard I in the Primary School to Rs.2/8/- in Standard VI of the Secondary

658 School. A number of free places are provided for poor and
871 meritorious students. No fees are charged in the Government girls' schools.

Contributions towards Government expenditure on education are made by the Aden Settlement and by the Aden Port Trust; for the financial year 1937-8, in which the expenditure is estimated to be Rs.93,900, these contributions will amount to Rs.50,000 and Rs.15,000 respectively.

Welfare Institutions.

747 There are no welfare institutions in Aden Colony. The Silver Jubilee (Destitute) Fund is administered by the Chairman of the Aden Settlement, and the interest from the investments is used to provide for relief, principally at Sheikh Othman.

Recreation.

529 Facilities exist for every form of recreation. The Aden Football Association exercises general control of the numerous football clubs and is endeavouring to raise the general standard of play and encourage the right spirit. In addition to the military grounds at Steamer Point (Tawahi) there are grounds reserved for the local inhabitants at Tawahi, Crater, Maala, and Sheikh Othman. Hockey and cricket are played both at Tawahi and Crater. Apart from the military grounds there is only one hockey ground at Crater. There are tennis clubs in Crater and Tawahi and one in the military area, which is exclusively for civil and military Europeans.

Polo and golf and squash rackets are played at Khormakhar, and No. 8 (B) Squadron have a golf course of their own. There is a European bathing club at Gold Mohur Bay, which is open to non-residents on payment of a small charge. At Tawahi there is a European social club and another small social club, the members of which are principally Anglo-Indians and Goans. The Arabs have organized two social clubs, one at Crater and the other at Tawahi. They interest themselves in social matters and provide facilities on their premises for games and meetings. Arabic periodicals are taken and occasionally lectures are given.

XI.—COMMUNICATION AND TRANSPORT.

Shipping.

505 The number of vessels, exclusive of country craft, which entered the port of Aden from the 1st April, 1937, to the 31st March, 1938, was 2,261 with an aggregate tonnage of 8,876,040.

The number of country craft entering the port during 1937 was 1,254 with an aggregate tonnage of 53,891.

504 During recent years Aden has developed rapidly as an oil-bunkering port. This is due mainly to its favourable geographical position, as it is nearer to the Persian oil fields than any other

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- 651 (a) The Income Tax Ordinance No. 11 of 1947 which makes provision for relief from double taxation. Arrangements have already been made with the United Kingdom Government to make this provision operative between the two Governments from 1st April, 1947.

Treasury

- 652 The work of the Treasury Department continued along usual lines during 1947. During the year, however, the Treasury was made responsible for the maintenance of accounts and calculation of pensions in connection with the newly established Widows' and Orphans' Pensions Fund.

Trade Registration

- 659 Since the economic crisis the Trade Registration Department was expanded in order to comply with the request of the Secretary of State for the Colonies that accurate and prompt figures of Aden's trade returns should be available.

INDUSTRY

Salt

- 439 During the war the salt industry was handicapped by the lack of tonnage to ship local produce to India and other places. Even in 1946 the position had not materially improved, as only about 90,000 tons were shipped, but 1947 brought increased prosperity to the industry. Exports totalled over 300,000 tons, or over three times the 1946 figure. Much of this was coarse salt shipped to Japan under a contract with the United Kingdom Government.

Fisheries

- 654 The Fisheries Adviser to the Secretary of State for the Colonies visited the Colony and the Protectorate in the early part of the year; he came to the conclusion that the waters of the Gulf of Aden showed great promise of early development.

As a result of this visit and in view of the urgent need for increased production of food and other fish products, the Secretary of State despatched to Aden a small team of experts to investigate the best methods of increasing the output of the local and Protectorate fisheries and the suitability of the local types of fish for canning and processing. The cost of this expedition is being met by a free grant under the Colonial Development and Welfare Act. The team was accompanied by the Government Fisheries Officer who will continue to advise Government on fisheries development when the other experts have completed their work.

SOCIAL SERVICES

Education

- 658 The new Director of Education arrived in the Colony from Eritrea on 3rd November, 1947.

871 The demand for educational facilities continued to increase, but diffi-

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culties in providing buildings and staff necessarily limited the rate of expansion. One of the main features of educational development during the year was the successful conversion of buildings to house the expanded Government Secondary School. The release of classrooms previously used by the Secondary School enabled the Primary School to take in a greater number of pupils. Another satisfactory development during the year was the institution of a teacher-training course at the Government Girls' School, Crater. The lack of local teacher-training facilities for male teachers was met by sending abroad a number of students to obtain higher qualifications in the teaching profession. 7 658 8710

The year in general was a period of consolidation, but progress was made in all Government schools. This progress was also reflected in some of the grant-aided schools. In particular, the Gujerati School Committee were granted a site for their new school and plans for this were begun. The cost of the building and the recurrent expenditure will be subsidised in part by Government.

Medical and Health Department

The accommodation at the Civil Hospital was filled to capacity throughout the year. 743

The new appointment of an officer with specialist experience in venereal and skin diseases has proved most beneficial to the community. 759

Besides a marked improvement in the treatment of social diseases, the cure of ulcer cases—hitherto a difficult matter—received special attention, with the result that the overcrowded ulcer ward with its heavy quota of apparently incurable cases is now a thing of the past. 758

The treatment of pulmonary tuberculosis continued to yield excellent results. Lack of hospital accommodation has been overcome, in part, by the institution of domiciliary treatment.

The granting of facilities for post-graduate study has already proved its worth. One Senior Assistant Medical Officer was made a Fellow of the Royal College of Surgeons of Edinburgh and another obtained the Diploma in Tropical Medicine of Calcutta, coming second in the list of candidates. 658

The increase in the work of the Maternity and Child Welfare Clinic shows that it meets, as far as it can, a vital community need. A reduction in the distressingly large numbers of infants who die before reaching the age of 12 months must be the main object of the Clinic's activities. The next most important point is the raising of the standard of midwifery. A course of instruction, followed by an examination, was instituted for local midwives. 743 874

Public health measures continued to be vigorously applied. No case of serious communicable disease occurred during the year. 744

A heavy burden was laid upon the Port Health Staff by the outbreak of cholera in Egypt. All possible precautions were taken to prevent the entry of cholera here and the staff undertook much additional work. 759

The installation of the electro-therapeutic apparatus at Steamer Point was an important addition to the facilities for treatment, and the Colony

SOCIAL SERVICES

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Salt Works	Italian, Indian.
Soap Works	French.
Dyeing and Printing	French, Indian.
Button Factory	Italian.
Aluminium Factory	Indian.
Shipping Agencies	British, Indian.
Ship-owning	French, Arab, Indian.
Oil Supply	British, French, Arab.

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The most important developments in 1947 were the restriction of output of the weaving and dyeing industries owing to inability to procure the thread or cloth to process and the establishment of the new industries of button-cutting and aluminium-pressing.

There are no co-operative societies.

Aden has no agriculture, forests or mines. Animal husbandry is confined to the keeping of a few hundred cows for dairy purposes. The following statement shows the imports and exports of animals:

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TOTAL IMPORTS OF ANIMALS

	Sheep and Goats	Cattle	Camels	Horses	Mules
By land.	34,048	4,870	85	12	—
By sea.	101,677	180	—	2	29
TOTAL	135,725	5,050	85	14	29

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TOTAL EXPORTS OF ANIMALS (BY SEA)

Sheep and goats	Cattle	Camels	Dogs
2,697	28	—	4

Total Exports of Animals by Military . Sheep and goats, 180

Chapter 7: Social Services

EDUCATION

There are three kinds of schools in the Colony: Government schools under the Director of Education, which are financed directly from Colony funds; schools which Government recognises and assists by means of grants-in-aid both on capital and recurrent costs; and a number of indigenous and Quranic schools for both boys and girls. The public demand for education continued to expand, and applications for admittance to schools outnumbered the available places. To meet this demand it was possible to arrange for a number of extra streams of pupils to be started, as well as for a "special" class for a group of successful candidates

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[658]

871 for entry into the Secondary School who were excluded for a year as they were under age. Every effort has been made to admit as many pupils as possible to the schools in spite of the limited accommodation. Most of the schools cater only for primary education, and the large majority of their pupils are boys. Education for girls has not so far progressed beyond the primary stage, except in the two Convent Schools which employ English as the medium of instruction throughout and are attended by very few Arab girls and those only in the lower classes.

871 658 The schools directly maintained by Government provide primary and lower secondary education through the medium of Arabic, the mother-tongue of the large majority of the population. Higher secondary education is conducted through the medium of English. The teaching of English is begun in the first standard of the Lower Secondary School, but will probably be introduced in the primary schools in the near future. Aided schools similarly provide primary and lower secondary education through the medium of English, Gujarati, Hebrew and, to a limited extent, Urdu, the higher secondary education through the medium of English. English is thus the medium through which the children of all sections of the community unite for higher education.

The highest standard so far reached is School Certificate. There is no local establishment which provides post-secondary training, but a number of students attended courses at Bakht er Rudah in the Sudan and in Egypt.

871 652 Expenditure on education in 1947 was estimated at Rs. 4,58,000 as compared with Rs. 2,96,000 in 1946. It continues to increase and now represents over 5 per cent. of the total public expenditure of the Colony. This increase is reflected in the figures for attendance which show that the number of pupils in Government and grant-aided schools has risen from 2,877 to 3,780 in the same period.

871 658 Efforts were made to improve the standard of teaching in both Government and grant-aided schools. No teacher-training facilities were provided locally during 1947, but students were sent to the Sudan and Egypt for this purpose. It was possible, however, to start a teacher-training course at the Government Girls' School.

The Education Department has not been able to undertake any form of adult education. Provision for this type of education exists in the British Institute, where there are three classes in English and one for Cambridge Senior preparation. There are 40 students of various races attending these classes.

Evening classes for adult Arab women, numbering between 35 and 40, meet once a week at the Government Girls' School, and a second class for girls of over school-age numbering about 20 meet twice a week. Both these classes are run by the Principal of the Girls' School and are very popular.

HEALTH

000 During 1947 the long-planned improvements in staffing and equipment, delayed by difficulties arising from post-war conditions, began to

SOCIAL SERVICES

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Lorries are owned in small fleets by merchants and contractors; conversely, the 65 buses are almost all in individual ownership. Taxis are in small ownership, and mainly driven by Somalis.

As an example of the diverse nationality of business ownership in Aden, the following are the main concerns and the nationality of their proprietors:

Salt Works	Italian, Indian.
Soap Works	French.
Dyeing and Printing	French, Indian.
Aluminium Factory	Indian.
Shipping Agencies	British, Indian, French.
Ship-owning	British, French, Arab, Indian.

There are no co-operative societies.

Aden has no agriculture, forests or mines. Animal husbandry is confined to the keeping of a few hundred cows for dairy purposes. Animals were imported as follows:

TOTAL IMPORTS OF ANIMALS

	Sheep and Goats	Cattle	Camels	Horses	Donkeys	Dogs
By land	41,393	5,031	44	6	1	Nil
By sea	105,729	76	3	Nil	Nil	13
TOTAL	147,122	5,107	47	6	1	13

Chapter 7: Social Services

EDUCATION

Types of School. Schools directly maintained by Government provide primary and lower secondary education through the medium of Arabic, the mother-tongue of the large majority of the population, and higher secondary education through the medium of English. The teaching of English is begun in the first standard of the lower secondary school, the suggestion for its introduction into the primary schools having been rejected by reason of pressure for fuller teaching of Arabic.

Aided schools similarly provide primary and lower secondary education through the media of English, Gujrati, Hebrew and Urdu.

There are also a number of unrecognised indigenous and Quranic schools for both boys and girls.

The public demand for educational expansion was very impressive. There was much pleasure expressed at the provisions of the Five-Year Plan but this was tempered with much scepticism. The "special" class worked well and all pupils passed into the Government Secondary School.

● 871 *Government Grants.* The basis of the grant was changed from one-third of approved expenditure to one-half of the teachers' salaries.

Scholarships. The Scholarship Committee was expanded from four to eight members and met six times to select scholarship holders for 1948 and for 1949. A noteworthy step forward was made with the despatch to England on scholarship of two male teachers on a one-year course, two others on a two-year handicraft course, whilst the Education Officer for the Colony began a one-year course at the London Institute of Education.

Education for Girls. Some progress beyond primary schooling was made in that a Standard V at Sheikh Othman and a Standard VI at Crater were opened, the latter as an incipient intermediate school and with a strong domestic bias.

[875] 874 Five Egyptian assistant teachers took the higher classes and the Egyptian Senior Mistress was in charge of teacher-training. Very satisfactory work was done in the class-room, and in the needlework and cookery sections. A display of work was given in April.

Teacher-Training. Considerable progress was made with the training of women teachers. Three girls successfully completed a two-year course whilst two others completed a one-year training course in the Omdurman Girls' Training College where they did well in view of the previous low educational standards of Aden. These five girls will make it possible to create new classes early in 1949. Four other girls started training locally, and two more were sent on a three-year course to Omdurman. It is noteworthy that all these girls showed a definite enthusiasm for their work and a high sense of duty, and they did much to popularise the profession.

Six youths from the Government Upper Secondary School were put into training for one year and all but one completed the course satisfactorily. Three are now teaching in Government primary schools and two returned to a grant-aided school. This training put an extra burden on the Principal, but the situation improved at the end of the year with the arrival of the British Education Officer in charge of teacher-training.

875 *Teachers.* Meetings were held monthly and varied between discussions of professional problems and demonstration lessons. Many teachers from grant-aided schools attended.

The number of volumes in the Teachers' Library rose from a few dozen to 448. It is now housed in the temporary premises of the Teachers' Club as being more easily accessible to the profession than at the Departmental Offices.

[431] The bequest of Rs. 15,000 by an Indian citizen of Aden was allotted to the department for the creation of a club for all teachers, and building began towards the end of the year. An energetic committee was formed and meetings were held in temporary quarters at the Government Secondary School. This meeting-place for social and cultural purposes should mean a great deal to the profession.

A monthly Teachers' Journal began publication with a committee of teachers under the guidance of the Director of Education. It is issued free to teachers and contains news, articles and letters. The

SOCIAL SERVICES

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general public began to take an interest also in this journal and arrangements were made for its public sale. **875**

The deliberate action in sending useful men away on scholarship was to some extent offset by work done at the monthly meetings of teachers; but the standard remained low and will do so until men return to the schools from training locally and in the United Kingdom.

The first annual vacation course took place in August. All Colony teachers attended with many from grant-aided schools and some 20 men from the Western Aden Protectorate. The course concentrated on hand-work of many kinds, and the fortnight was one of enthusiasm, hard work and pleasurable contacts.

Adult Education. The evening class for some 40 Arab women continued to meet in the Government Girls' School once a week, and girls of over school age met twice a week. Dressmaking and needlework were rather more popular with the adults, whilst the girls preferred Arabic. All these classes were conducted as before by the British Principal. **873**

The Aden Commercial Institute provided evening instruction as usual in commercial subjects and in English, but the British Institute ceased teaching.

Technical Education. The Technical Instructor arrived early in the year and soon drew up syllabuses for both primary and secondary schools which were put into operation in the third term. He also conducted evening classes for teachers and took a leading part in the Vacation Course. In addition, he drew up preliminary plans for the Technical College destined to open in 1951. **874**

Parents Committee. Very heavily attended meetings of parents were held at four centres early in the year to elect 14 members of a committee which met every six weeks to discuss matters concerning the well-being of the primary schools. The committee proved a most useful contact between the officers of the department and the public. **871**

Five-Year Plan. This was presented to Government in March and received approval from the Secretary of State towards the end of the year. It provides for the building of three girls' schools which will embrace all stages from kindergarten to teacher-training, two more schools for boys, the Technical College and the Aden College. The latter takes the place of the Lord Lloyd College, so long talked of. The general effect is to double the places in boys' primary schools, to treble places in boys' post-primary schools, and to treble places for girls. Over the five years some 50 additional teachers will be required, but the situation at the end of the year was serious in that but one new man entered training instead of the ten needed at that stage. **658**

HEALTH

During 1948 there was a further expansion in the activities of the Medical Department, particularly in the work of the Civil Hospital. **647**

For the first time in the history of the department, a fully equipped and staffed X-ray department functioned for the whole year. Over 5,000 **743**

THE COLONY

PART I.

Review of 1949 and 1950

THE progress of the Colony has been uninterrupted by any serious political or industrial disputes, or by epidemic disease, and both in numbers of residents and material prosperity it has grown far beyond any previous records. The number of ships calling at Aden for fuel make it one of the busiest ports of the world, handling a tonnage comparable with Liverpool, while the air services radiating from Aden to the Middle East, India and the East African Territories have increased in number and frequency. The new civil airport is nearing completion. A new radio-telephone link has been established with East Africa and London. 185

Steady progress has been made with the Education Five-Year Plan, and with other development works, described in more detail below, and the revenue has remained adequate for recurrent expenditure and for substantial expenditure upon new works without raising additional taxation.

The increase in the population has been caused mainly by the immigration of Arabs from the interior (Aden Protectorate and Yemen) and of Indians and Pakistanis, in most cases single men only. In order to prevent the influx into Aden of people for whom there cannot be found employment or housing, new Immigration Rules were introduced in May, 1950, under which an intending immigrant must satisfy the Government that he is coming to an approved occupation for which no suitable local candidate (of any race) is available. This control has been so far effected mainly on persons arriving by sea. The protection of local employees is being accompanied by a vigorous programme of school building, including a technical college, to raise the educational standard of local candidates. 167 464 653

The late Mr. A. Antonin Besse, K.B.E., made a generous gift of £50,000 to the Colony ; £29,000 is to be spent on buildings at the new Technical College and it is proposed to use the balance for the education of women in Aden. 741 870

A population movement of great significance was completed during the period under review by the migration of nearly 42,000 Jews of Yemen origin to Israel. Arrangements for their air lift from Aden were made by the Israeli Authorities in close co-operation with the Aden Government, and the operation was completed without accident or any outbreak of disease, and without molestation by the Arab communities through whom they passed. 167

The Yemeni Jews have thus ceased to be an important element of the population of Southern Arabia, and in Aden Colony they have 563

Chapter 7: Social Services

EDUCATION

Types of Schools

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Schools directly maintained by Government provide primary and lower secondary education through the medium of Arabic, the mother-tongue of the large majority of the population, and higher secondary education through the medium of English. The teaching of English has now been extended downwards to the last two years of primary education so that boys may be better prepared for secondary education which is conducted in that language. Aided schools similarly provide primary and lower secondary education through the media of English, Gujarati, Hebrew and Urdu. There are also a number of unrecognised indigenous and Quranic schools for both boys and girls.

The public demand for educational expansion remains intense but not always enlightened. The scepticism concerning the fulfilment of the Five-Year Plan was overcome by the completion of two new schools for boys, two for girls, additions to three other schools and considerable improvements in equipment and furniture.

Government Grants

Following the deliberations of a committee appointed by Government, a new Grant-in-Aid Code came into force in May, 1950. This increased the responsibilities of the managers of aided schools in return for enhanced grants which are now on the following scale: 50 per cent towards capital costs, 80 per cent and 50 per cent of salaries for qualified and unqualified teachers respectively. As a result staff are being improved, better equipment provided, and unsuitable buildings replaced. Several private schools requested a grant in aid.

The Code also demanded a much higher quality of premises, the teaching of handwork and Arabic was insisted upon, and a suitable approximation to the Government school syllabuses was required. Other articles in the Code concern the maximum number of pupils per class, the hours of work, age ranges, medical attention and punishments.

Scholarships

Ten men were sent to the United Kingdom on scholarship in 1949 and six men and one woman (a Christian Arab) in 1950. Ten of these went on teaching courses, two on secretarial courses, one to the Police College, and four on nursing courses. In addition six Arab girls were sent to the Omdurman Training College in the Sudan. Ten men returned to Aden from studying at Gordon College and Bakht-er-Ruda in the Sudan.

Education of Girls

871
There was a great expansion in primary education during these two years, with the opening of two new schools in Crater and the con-

SOCIAL SERVICES

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struction of extra classrooms which allow an intake of seven streams annually (at a maximum 38 girls per stream). This number however barely meets the demand for places. 871

The intermediate school standards rose and there was again a need for further classes which it should be possible to provide upon the return of further girls now in training at Omdurman.

Progress in the provision of post-primary schooling for girls has been maintained in spite of the difficulty of staffing. Between four and six Egyptian women teachers have always been in residence and their services will be required for some time yet. The parents of girls of good family still show a reluctance to allow them to enter the teaching profession. 875

Teacher Training

Applicants for training as women teachers exceeded the number required and provided an opportunity for selection and for the extension of the training course to two years. Responsibility for the training of 10 girls was shared amongst the Egyptian teachers. Of the Aden women teachers, 14 were trained in the Colony, and two in the Sudan; the remainder were untrained. Two students will complete a three-year course at Omdurman in 1951, and two more in 1952, and it is hoped to send others.

Requests were received from the Protectorate for trained women to open girls' schools.

The Education Officer in charge of male teachers' training arrived in the Colony at the end of 1948, and properly organised annual courses are now provided. In each year 12 young men have been trained and there have been no failures. The course provides for a continuance of academic subjects, as well as method and periods of teaching practice. Young men now enter training not only from the higher classes of the Government Secondary School, but younger untrained men are also taken from the class-rooms of both Government and aided schools. As soon as possible this course will be extended into a second year.

Teachers

During the cooler months regular monthly meetings of teachers were held, to which the staffs of aided schools were invited. There were a series of demonstration lessons, of educational films and of general discussions. The Annual Vacation Course is now a regular feature of the teachers' year, and under the Grant-in-Aid Code compulsory attendance was extended to staffs of aided schools; the number of teachers brought in from the Protectorate rose from 20 to 60.

The Teachers' Club is still in existence but was not supported as it should be. Lectures are generally poorly attended, and the library (now containing one thousand volumes) is insufficiently used. The Club tends to be frequented only by those men living nearby. The premises, the gift of an Indian merchant, were completed in 1949 and provide three rooms for games and study, with a compound for social gatherings, and is controlled by an elected committee of teachers.

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ADEN COLONY

875 204 The monthly teachers' journal completed its third year and was well run by a small committee of teachers. Its popularity is such that it was increased in size to eight pages, and a considerable number were sold to the public. It contains departmental and professional news, articles and world news.

875 No complaint in general could be made about the enthusiasm of teachers ; there was a much better corporate feeling and a growing sense of professional prestige, but their cultural background remains poor.

Weekly meetings of all women teachers were held during the cooler months. Talks on general education were given by the Principal of the Government Secondary School, and lectures in method and games by the Egyptian teachers.

Building

653 871 Considerable progress has been made with the school buildings foreshadowed in the five-year Development Plan. Work has already begun on the Aden College and the Technical College has been completed. It is hoped that the former will be opened early in 1952 and the latter accepted students early in 1951. Two further girls' schools and a 'boys' school have been built in Crater and the boys' school at Maalla has been doubled in size. Extensions have been made to three other schools. As a result of these developments there are now 4,000 places available in Government schools compared with 2,000 in 1947.

Technical Education

874 This continued satisfactorily on the lines drawn up by the Principal-Designate of the Technical College, and two Arabs who had been on two-year technical scholarships in England returned in 1950 and assisted in the implementation of the new syllabuses of handwork and art.

Adult Education

873 Evening classes for women and girls were unfortunately not given during 1949-50 owing to shortage of Egyptian staff. Normally dress-making, knitting, embroidery and Arabic are taught. Classes should be resumed shortly.

Weekly talks were given at the British Institute. A privately-run commercial school provided evening instruction in commercial subjects and in English, but the British Institute ceased to hold classes.

Parents' Committee

871 Meetings of this committee were held every six weeks and many points of great value and interest were discussed. It continued to be a most useful contact between the officers of the Department and the public.

HEALTH

164 A steady improvement in the general state of the public health was revealed by the continued, in some cases marked, decline in the various health indices such as the death rate, infant mortality rate and the T.B. death rate.

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ADEN COLONY

493 Lorries are owned in small fleets by merchants and contractors ;
471 conversely, the 60 buses are almost all individually owned. Taxis are
in small ownership, and mainly driven by Somalis.

471 As an example of the diverse nationality of business ownership in
Aden, the following are the main concerns and the nationality of their
proprietors :

Salt Works	Italian, Indian
Soap Works	French
Dyeing and Printing	French, Indian
Aluminium Factory	Indian
Shipping Agencies	British, Indian, French
Ship-owning Firms	British, French, Arab, Indian

There are no co-operative societies.

311 Aden has no agriculture, forests or mines. Animal husbandry is
231 confined to the keeping of a few hundred cows for dairy purposes.

Chapter 7: Social Services

EDUCATION

Department and Policy

647 The Department comprises the Director of Education, the Arab
659 Education Officer and Assistant Education Officer, the British Educa-
tion Officer for the Protectorate, and the Accountant. Stores are
issued from the Department, but the two Government colleges, Aden
College and the Technical College, maintain their own stores under
supervision.

The policy of the Department is to provide primary and intermediate
education for all boys and girls within the Colony, and higher education
on a selective basis leading to scholarships abroad ; to give as full
training as possible to men and women candidates for the teaching
profession ; and to provide within and beyond the framework of the
system aids to education and to a good cultural background. The
Department also gives financial and other assistance to a consider-
able number of assisted and independent schools.

871 The educational programme in Government schools, which is
followed closely by other schools, consists of four years of primary
schooling, three of intermediate, and four of secondary. A selective
examination is held for entry into the Government Intermediate School
at the end of the primary course, and another selective examination

SOCIAL SERVICES**29**

for entry into one of the Colleges at the end of the intermediate course. **871** ●
 In Government schools primary education is free ; for intermediate education a fee of Sh.45 a year is charged, and for Aden College and the Technical College the annual fee is Sh.90. Aided and independent schools all charge fees for each of the three sections, in most cases very much higher than those in Government schools.

Provision for Education

Schools directly maintained by Government provide primary and intermediate education through the medium of Arabic (the mother-tongue of the large majority), and secondary education through the medium of English. The teaching of English is now started in the third year of the four-year primary course. Aided and independent schools provide primary and intermediate schooling through the medium of English, Urdu, Hebrew and Gujrati. Secondary schooling is through the medium of English. There is also a number of unrecognised indigenous and Koranic schools for both boys and girls.

Technical classes, which were run for a few months in a neighbouring **874** primary school, were transferred to the completed Technical College buildings in November, 1951. The first intake consisted of 60 boys. The College offers four courses, each of four years' duration, in carpentry and joinery ; cabinet-making ; engineer fitting ; and motor mechanics. The administrative block and the eight workshops cost some £100,000 to build and equip. The interest and support of commercial firms was freely given and an advisory committee was constituted.

The former Government Secondary School closed at the end of 1952 **873** when its premises and the students in its lower section were given over to the Government Intermediate School. The students of the upper section was transferred to the nearly complete Aden College which, with its fifteen staff houses and appropriate servants' quarters, cost some £200,000 to build and equip. The college has two laboratories with theatres, a large assembly hall equipped with stage and film projection box, boarding accommodation for 30 boys, a mosque, a library and an exhibition hall.

Both Government Colleges receive pupils from Government, aided, or independent schools. Aden College takes them as far as the Cambridge School Certificate and the General Certificate of Education, whilst the Technical College will take them as far as examinations of the City and Guilds of London Institute. In the Cambridge School Certificate Examination of December, 1951, 29 boys from Aden College sat of whom seven were successful. Attached to Aden College there is a one-year teacher-training section for men teachers, and attached to the Girls' Intermediate School there is a two-year training section for women teachers.

The ages of entry and leaving for primary schools are 6/8 to 10/12 **871** years ; for intermediate schools 11/12 to 14/15 years ; and for secondary schools and the two colleges 14/15 to 18/19 years.

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ADEN COLONY

871 *Numbers of Schools and Pupils*

875 The number of schools in 1952 were :

Type of School	Pri- mary	Boys' Inter- mediate	Second- ary	Pri- mary	Girls' Inter- mediate	Second- ary
Government	6	1	2	4	1	—
Aided	8	5	2	7	4	2
Independent (recognised)	7	3	1	4	—	—

As at 31st March, 1952, there were 2,397 boys and 902 girls (with 129 teachers) attending Government schools ; 1,844 boys and 699 girls (with 104 teachers) attending aided schools ; and 891 boys and 178 girls (with 39 teachers) attending recognised independent schools.

Expenditure on Education

652 During the financial year 1951-52 £78,172 was spent by the Education Department of which £68,813 was recurrent expenditure. Grants-in-aid (recurrent) amounted to £7,346 and grants-in-aid (capital) to £8,952.

Studies abroad

658 In March, 1952, there were eight men and one woman studying in the United Kingdom and Ireland at the expense of Government ; in addition there were five private male scholars paying their own expenses but sponsored by Government. They are taking the following courses :

	Men	Women	Sponsored Men
Nursing	3	1	—
Medicine	3	—	—
Teaching	2	—	—
Engineering	—	—	2
Law	—	—	2
Architecture	—	—	1

875 In addition, there were four girls studying at the Training College, Khartoum, two of whom returned during the year to teach.

Teacher Training

In 1952 no more than 12 men were under training of whom only eight were new to the profession ; the other four were withdrawn for training from Government or aided schools. The training curriculum was revised and the required standard of education at entry was raised. Girls go into training at a much earlier age direct from the Government Intermediate School after seven years of schooling and are easier to recruit though there is serious wastage through early marriage. One girl was under training during 1952.

To strengthen the local staff two Indian men teachers were employed at the Government Secondary School and three women teachers from Egypt at the Government girls' schools. Some aided and independent schools (notably the Gujrati school) import teachers, mainly from India.

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Further Education

Women. were conducted in purdah conditions for Arab teachers and Arab female adults in school premises. Women of various ranks met weekly at a club run by the Women's Voluntary Services. 87L
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Men. The annual vacation course for Government men teachers was held, of the 250 men present for the fortnight's course, 60 came from the Western Protectorate and some 30 from non-Government schools. The emphasis of the course was on craftwork.

Evening classes were again announced by the Education Department but so poor was the response that none came into being. A course for non-Arabs in Arabic was run successfully.

Libraries

The former British Council library of some 10,000 volumes was taken over by the Education Department and membership rose to 189 of whom 38 were Arabs, 52 Indians, 88 Europeans, nine Somalis and two Jews. Attached to the Library is a reading-room visited by some 350 people monthly. A number of Arab and Indian social clubs have small libraries. The library at the Teachers' Club was increased to about 1,500 volumes. b58
[E75]

Activities among Teachers

Apart from the usual vacation course, monthly meetings of teachers were held, the theme being the use of the film in education. The monthly magazine, edited by a panel of teachers, reached its 42nd number; it is most useful as a vehicle for advice and information. The committee of the Teachers' Club was active in promoting entertainments, talks, film shows, games, competitions and tea-parties for distinguished visitors to the Colony. The textbook committee, consisting of selected teachers from the Government primary and intermediate schools under the chairmanship of the Education Officer, met once a month to discuss the preparation of new textbooks suitable for Aden. 875

Teachers, particularly in the Government primary schools, concentrated much more on the better teaching of handwork; much notable work was done in modelling and map-making. In the girls' schools the standard of cookery, needlework, dressmaking and flower-making are high.

Parents' Committee

The attendance at the annual meetings of parents to elect the new committees rose and considerable interest was shown in the reports presented. The committee continued to give most valuable assistance to the officers of the Department and constituted a useful means of communication with parents in general. 87I

The Five-Year Plan

With the occupation of Aden College in April, 1952, (although the buildings were not complete and the grounds not ready) and of the b58

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ADEN COLONY

000 which provided mainly for the better enforcing of discipline in the Force.

652 The General Loan and Stock Ordinance (No. 20 of 1952), which set out the terms and conditions under which loans may be raised by the Government of Aden Colony under separate legislation and provided for the creation of Aden Colony stock. It is similar in form to legislation passed in other Colonies.

The General Local Loan Ordinance (No. 21 of 1952), which set out the terms and conditions under which loans may be raised locally in the Colony by the issue of debentures by the Government of the Colony under separate legislation. It is similar in form to legislation passed in other Colonies.

The Trustee Investment in Aden Government Securities Ordinance (No. 22 of 1952), which provided safeguards to facilitate the investment of trust and other funds in the United Kingdom in Aden Government securities.

871 The Education Ordinance (No. 23 of 1952), which made provision for control of education in the Colony. This legislation was necessitated by the expansion of both Government and private education.

Chapter 9 : Justice, Police and Prisons**JUSTICE**

692 Aden Colony has a Supreme Court with unlimited civil and criminal jurisdiction presided over by a Judge of the Supreme Court. Appeals from the Supreme Court are heard by Her Majesty's Court of Appeal for Eastern Africa.

There are subordinate civil and criminal courts. Subordinate civil business is transacted by the Court of Small Causes. This Court is presided over by the Chief Magistrate, who is the Judge of the Small Causes Court, assisted by one of the other two Magistrates as additional Judge. In addition, there are Magistrate's Courts at Crater, Tawahi and Sheikh Othman.

671 The criminal system of law is based on that of India, modified by local ordinances. The Indian Penal Code is in force in the Colony.

691 The commonest type of litigation is that between landlord and tenant under the Aden Rent Restriction Ordinance and the majority of the suits under this head are claims by landlords for possession against their tenants.

674 The numbers of the civil and criminal cases filed in the Courts of the Colony during the years 1951 and 1952 were as follows :

Supreme Court

	1951	1952
Original Criminal	3	5
Criminal Appeals	77	123
Criminal Revision	22	15
Original Civil	476	566
Civil Appeals	19	22

162 fewer. Be that as it may, of the total only 4,700 belonged to the
543 original Jewish community of Aden: the rest—about 3,800—were Yemeni Jews in transit to Palestine. On arrival in Aden, after a most hazardous journey across the desert, the Yemeni emigrants were usually destitute and in a complete state of exhaustion.

563 Formerly they used to be quartered either in the Jewish part of the
361 Crater district of the town or in the Jewish quarter of Sheikh 'Othman, about eight miles inland from the Crater. More recently, so much has their number increased, that a separate camp, known as Hashad camp, was for a time set up for them a mile and a half from Sheikh 'Othman. The Hashad camp, which has now been replaced by another—made available by the Aden Government—was subsidised by the Joint Distribution Committee and directed by a woman physician (a remarkable woman in many ways), Dr. Olga Feinberg.

563 Many of the Yemeni Jews in Aden are employed as coolies, casual
463 labourers and hawkers, a number dwelling in the Coolie Lines and in caves in the rocks. The rest are mainly craftsmen (as they were in Yemen)—gold- and silversmiths, weavers, carders, thatchers, and so forth.

563 The Jewish community of Aden proper, numbering until recently between 4,000 and 5,000, is centred in the Crater, where Jewish shops, many of them in the Suq, are mingled with those of Muslims, Hindus, and Parsees. A few of the wealthier Jewish merchants have shops in the Steamer Point district, where the Government offices and better-class shops are situated.

563 Thanks to the generosity of the Menahem Messa family, until the
811 riots, the community had a large and well-equipped school and a spacious new synagogue. In addition, there was another somewhat smaller school. Owing to the lack of qualified teachers, however, the standard of education is low. The new and richly decorated synagogue was also used as a kind of clubhouse, and was an habitual rendezvous when services were not in progress.

563 The relations between the old Jewish community of Aden and the Muslims used to be tolerably good. But the growing influx of Yemeni Jews led to the development of a certain degree of tension between them and the Muslim coolies, many of whom—incidentally—are themselves of Yemeni origin. It is also likely that inflammatory nationalist broadcasts from Egypt and other Arab stations in the Middle East, blaring out daily through loudspeakers in Aden cafés, have played their part in stirring up anti-Jewish feeling.

579 Following the appeal of the Arab League for a three-day protest
625 strike against the decision of the United Nations to partition Palestine,
563 an anti-Zionist demonstration in Aden developed into a riot. Jewish shops and houses in the Crater and in Sheikh 'Othman were attacked, many being burnt and looted.

From the official report of the Commission of Inquiry, it is evident that the reason why the British authorities were unable to bring the

and character and worthy of the grandeur of its setting, even if from a modern point of view it was not a perfect town. What the place needs is a plan for gradual rebuilding, with due regard to the architecture of the region and to its own needs. 175
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For Aden will probably always be an important commercial centre, as it has been since the days of Ezechiél, and it will no doubt always be an imperial fortress. From the former aspect it needs replanning. It is ridiculous, for instance, that goods imported for re-export, such as skins and coffee, should be carried from the harbour up the pass into Aden town and then carried back again after repacking. From a fortress point of view the shoddy buildings of Tarsheín and Morbat need replacing with something more worthy. Why, for instance, it is necessary to have pent roofs, the development of a rainy country, in a country where flat roofs are required, is a mystery. But the roofs are a minor matter, the buildings are in themselves and from any point of view hideous.

But it is not of the commercial or military aspects of Aden I wish to speak, nor need I say anything about the government and life of the colony itself. The colony is year by year recovering from the long period during which the declared policy was to consider the garrison as the only part of Aden that mattered, and not to spend money and effort on the people. Since it became a colony, Aden has accumulated substantial surplus balances, and once hostilities are over great development of social services can be undertaken.

But it is of Aden as the potential culture centre of the Southern Red Sea and Gulf of Aden area that I should like to speak. Willy-nilly, since the time of its capture Aden started to play a part in the affairs of its neighbours. Before that time, such contacts as there were with South Arabia were conducted through the Government of Bombay and the Government of Mauritius. Gradually the protectorate was built up, as I have described, the chiefs were entertained, and as the commerce of Aden redeveloped, the town began to be the market of the Western Aden Protectorate, the Yemen and British Somaliland. It is now, alas, regarded as the acme of what the British think good. Aden has in the past been an educational centre despite itself. It just could not help it, because of its geographical position. 439
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It is quite clear that anything Aden has better than its neighbours, must attract the latter to it. In the past the attraction has been mainly trade, though medical facilities have attracted many, and even the wretched education which it offered in the past has been used.

In 1935 a small boarding school for thirty-six selected pupils, mainly the sons of chiefs, was started, and that was the first active attempt to offer something educative to the people of the protectorate. Its avowed object is to help in the production of more enlightened chiefs, and, though roughly it only provides primary schooling, it has done definite good and has become a success. 871 ●

As soon as the war is over the British Council will be opening what will eventually be a secondary school, mainly for boys from the protectorate and the Yemen, the Lord Lloyd College. Possibly later on it will attain university status.

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sequently return to their home settlements with their savings. Arabic is the language of the indigenous peoples, but Malay tongues are widely used in the towns of the Hadhramaut. Swahili, the *franca lingua* of East Africa, is understood throughout most of the area, while English is extensively employed in Aden proper. The majority of Arabs are Moslems, belonging to branches of the Sunni sect. Other religions are found chiefly among the different racial groups in the Colony and in the coast towns of the Protectorate.

Education has made considerable progress in the Colony, and is gradually being introduced into the Protectorate. Primary schools for both sexes are supported by the government in the Colony, and by mission and private organizations. The Colonial authorities also operate secondary and vocational schools for boys. There are no post-secondary institutions, but government scholarships are available for the training of teachers and various professional personnel in the Anglo-Egyptian Sudan or in the United Kingdom. The literacy rate among children of 6 to 12 years of age is estimated at 90 per cent, in contrast with 10 to 25 per cent in the general population. A program for the expansion of education